

South Shore Educational Collaborative

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The SSEC Admissions Process

Careers High School

Dear Referring District and Caregivers,

Thank you for your consideration of the South Shore Educational Collaborative for your student. As we review your student for a potential placement here at SSEC, we want to ensure that you are aware of our programming models and admissions process.

CAREERS HIGH SCHOOL PROGRAMMING MODEL

The Careers High School is designed for students with emotional and academic challenges who respond best when engaged in competency-based curriculum and hands-on projects while working toward earning credit for their diploma. Through increasing skills in emotional regulation and social pragmatics, greater time is then available to spend focused on academic and vocational endeavors, credit acquisition and employability. Students will receive services as indicated on their IEP, including pull-out clinical check-ins, both consultation level and direct level services for Occupational Therapy, Speech Language Pathology, Physical Therapy, Reading Specialists, Assistive Technology, and Vision. We offer consultation level services with a Board Certified Behavior Analyst as needed. When a student has met the goals of their IEP to the extent that they can return to a less restrictive setting, the Team ensures this happens. If the behavioral or emotional issues are too severe for success in a less restrictive environment, then a student could remain in placement at CHS until graduation.

After a student has been placed with Careers HS for 6-8 weeks, it is common practice to localize the IEP to CHS. Depending on the student's start date at CHS and the IEP run dates, a meeting will be scheduled to re-convene the Team to discuss progress and to localize the IEP.

ADMISSIONS PROCESS

STEP 1: REFERRAL REVIEW

Our first step will be to review the referral documents that the referring district has shared and request any additional information that may be helpful for us to have a comprehensive understanding of the student's strengths and needs. This may include phone calls with the referring district and/or current placement to gain a better understanding of why a change in placement has been initiated at this time. If we believe we may be a potential fit for your student, we will move to step two.

STEP 2: CAREGIVER AND STUDENT INTERVIEW/TOUR

The next step in the referral process is the caregiver and student interview and tour. A Careers HS team member will reach out to the caregiver to schedule an interview/tour. At this meeting, the caregiver and student will meet with two CHS clinicians and/or the Program Coordinator and be provided with an overview of the programming

The South Shore Educational Collaborative serves Braintree, Cohasset, Hingham, Hull, Marshfield, Milton, Norwell, Quincy, Randolph, Scituate, Weymouth and Whitman Hanson R.S.D.

and receive a walk-through of the program. The student and caregiver will be asked questions about past and present needs, and they will be encouraged to ask questions as well. A copy of our Caregiver/Student Handbook will be provided digitally and/or in person. A member of our nursing staff will also be present to obtain medical history and to explain all the necessary documents for a student to start at the program. A student can only start at the program after ALL necessary paperwork is completed and medications (if applicable) are provided to the nursing team. If the caregiver, student and CHS staff feel the program will be a good fit for their student, we will move to step three.

STEP 3: POTENTIAL PROGRAM EXTENDED VISIT

Since some students are less able to show their ability to relate to others in a small group interview setting, we ask that the student spend a few hours or a full day within the program at a later date to help all stakeholders decide whether or not the school program and the student are a good fit.

STEP 4: ACCEPTANCE/INTAKE PAPERWORK

If CHS is in agreement and ready to move forward with offering placement at the program, CHS will notify the district and family. We will ask that the intake packet be completed in a timely way by the caregivers before the student can begin, and that the district obtain a signed PL-1 and transportation.

STEP 5: START DATE

While we believe it is important to have students begin in school as soon as possible, a start date at the program will ONLY be determined after the program has received all the necessary paperwork that includes but is not limited to:

- A signed, current Individualized Education Program (IEP)
- A signed placement page (PL-1) indicating the specific SSEC Program with the accurate dates
- ALL SSEC Intake Paperwork, including nursing/medical paperwork (e.g. Current proof of physical, immunization records, medication orders)
- If Applicable- ALL Medications (e.g. inhaler, epi-pen)

Throughout each step, we will be in contact with the referring district to provide updates and request the necessary paperwork to ensure a smooth process. Please note that it may take the referring district up to time to set up transportation services to our program; transportation is not provided or organized by SSEC.

If you have any questions or concerns regarding the information above or anything else about our processes, please reach out to our Program Coordinator, Anne Rowland (arowland@ssec.org) or our Program Administrative Assistant, Denise Demaggio (ddemaggio@ssec.org). Our goal is to be as transparent and collaborative as possible during our admission process to set the student and the Team up for success. We will be in touch as soon as we complete our initial review of documentation to communicate either our plans to move forward in the process or why we are unable to move forward at this time.